

**IMPROVING THAI TOURISM STUDENTS'
ENGLISH LANGUAGE ABILITIES
USING A HYBRID PROBLEM-BASED
LEARNING APPROACH MODULE**

ANUMAT YUSOFF

UNIVERSITI SAINS MALAYSIA

2025

**IMPROVING THAI TOURISM STUDENTS'
ENGLISH LANGUAGE ABILITIES
USING A HYBRID PROBLEM-BASED
LEARNING APPROACH MODULE**

by

ANUMAT YUSOFF

**Thesis submitted in fulfilment of the requirement
for the degree of
Doctor of Philosophy**

March 2025

ACKNOWLEDGEMENT

All praise is due to Allah, who gave me, Blessing Strength and Guidance throughout my study and give opportunity and help me endlessly in finishing my dissertation, we praise, seek his help, and ask for his forgiveness, and peace and blessings of Allah be upon his slave and his messenger, Prophet Mohammed. All thanks are due to Allah for all the uncountable bounties he has granted me and all the success he has bestowed upon me. I would like to express my deep and sincere gratitude to my supervisors, Dr. Rohaya Abullah and Associate Professor Dr. Shaik Abdul Malik Bin Mohamed Ismail for their detailed and constructive comments on every inch of my work. I am also grateful for their understanding, continuous support, encouragement and personal guidance throughout my PhD journey. Their support has been the key to my success and the fuel that kept me going. My profound appreciation goes to my family for supporting me in the excellent opportunity to further my PhD studies. Thank you for your trust! My deepest gratitude goes to my amazing parents, my sister and my brother-in-law, my nephews, and nieces. My special thanks are due to all those friends who extended their hands for help when I needed them. Special appreciation goes to Assistant Professor. Dr. Panatda Siriphanich at the Faculty of Humanities and Social Sciences, Songkhla Rajabhat University, and Dr. Nakawat Sareh at the Faculty of Humanities and Social Sciences, Prince of Songkhla University, Pattani campus, whose support was continuous throughout my studies. A special note of thanks to Mr. Mohd Jaya Bin Mohd Johan and Mrs. Rohartina Razali (School of Educational Studies, USM), the remarkable individuals behind the scenes whose contributions were instrumental in shaping this academic journey.

Thank you all sincerely.

[TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvii
LIST OF APPENDICES	xviii
ABSTRAK	xix
ABSTRACT	xxi
CHAPTER 1 INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to this Study.....	5
1.2.1 The Connection of Problem-Based Learning Approach and Language Learning Strategy.....	7
1.2.2 The Tourism Programme of a Higher University in Southern, Thailand.....	9
1.2.3 English Language Abilities for Tourism Program.....	11
1.3 Statement of the Problem.....	16
1.4 Research Objectives	19
1.5 Research Questions	20
1.6 Research Hypotheses	22
1.7 Conceptual Framework	23
1.8 Limitation of the Study	24
1.9 Significance of Study	25
1.10 Operational Definition of Terms.....	26
1.11 Summary.....	29
CHAPTER 2 LITERATURE REVIEW	30

2.1	Introduction.....	30
2.2	Theoretical framework.....	30
2.2.1	Application of Constructivist Learning Theory in Problem-Based Learning and Language Classrooms.....	30
2.3	Problem-Based Learning Approach (PBL).....	33
2.3.1	Problem-Based Learning in Tourism and Language Education	34
2.3.2	Parts of the Problem-Based Learning.....	36
2.3.2(a)	Authentic Issues	36
2.3.2(b)	Peer Interactions	37
2.3.2(c)	Critical Thinking.....	37
2.3.2(d)	Collaboration	38
2.3.3	Advantages of the Problem-Based Learning Approach.....	39
2.3.4	Enhancing Language Abilities through the Problem-Based Learning Approach.....	40
2.4	The Role of Language Abilities in Tourism Communication.....	43
2.4.1	Language Abilities in the Tourism Sectors.....	45
2.4.1(a)	Listening Ability	45
2.4.1(b)	Speaking Ability	47
2.4.1(c)	Reading Ability.....	49
2.4.1(d)	Writing Ability.....	51
2.5	Language Learning Strategies (LLS).....	53
2.5.1	Language Learning Taxonomy	56
2.5.1(a)	Memory Strategies	56
2.5.1(b)	Cognitive Strategies.....	57
2.5.1(c)	Metacognitive Strategies.....	57
2.5.1(d)	Social/Affective Strategies	57
2.5.2	Language Learning Strategies in the Thai Context	58
2.6	Instructional Systems Design (ISD).....	60

2.6.1	The ADDIE Model.....	60
2.6.1(a)	AnalysisPhase (A).....	61
2.6.1(b)	DesignPhase (D).....	62
2.6.1(c)	DevelopmentPhase (D).....	62
2.6.1(d)	ImplementationPhase (I).....	63
2.6.1(e)	EvaluationPhase (E).....	63
2.6.2	Dick and Carey Model	64
2.7	Past studies.....	68
2.7.1	Related Studies on Language Abilities for Tourism Education.....	68
2.7.2	Related Studies on Language Abilities Using Problem-Based Learning Approach.....	70
2.7.3	Related Studies on Language Abilities through Language Learning strategies.....	73
2.8	Summary.....	75
CHAPTER 3 RESEARCH METHODOLOGY.....		76
3.1	Introduction.....	76
3.2	Research Design.....	76
3.3	Participants.....	78
3.4	Respondents and Sites.....	81
3.5	Research Instruments	82
3.5.1	English Language Ability Tests	83
3.5.2	Language Learning Strategies (LLS) Questionnaire.....	87
3.6	Intervention	89
3.7	Method of Data Analysis	91
3.7.1	Descriptive Statistics	91
3.7.2	Inferential Statistic	92
3.8	Validity... ..	94
3.8.1	Validity of English language Ability Tests.....	99

3.8.1(a)	Content Validity of English Language Ability Test	99
3.8.1(b)	Face Validity of English Language Ability Test	107
3.8.1(c)	Content Validity of Language Learning Strategies Questionnaire	114
3.8.1(d)	Face Validity of Language Learning Strategies Questionnaire	119
3.9	Pilot Study	127
3.9.1	Pilot Study of English Language Ability Test	128
3.9.2	Pilot Study of Language Learning Strategies Questionnaire	128
3.10	Reliability	128
3.10.1	Reliability of English Language Ability Test	129
3.10.2	Reliability of Language Learning Strategies Questionnaire	135
3.11	Research Procedures	136
3.12	Ethical Considerations	139
3.13	Research Matrix	140
3.14	Summary	142
CHAPTER 4 MODULE DESIGN AND DEVELOPMENT		143
4.1	Introduction	143
4.2	Phase I: Analyzing Phase	145
4.2.1(a)	Students	151
4.2.1(b)	Teachers	158
4.3	Phase II: Design Phase	159
4.3.1(a)	Key Components of the Design Phase	161
4.3.1(b)	Module Description	161
4.3.1(c)	Learning Goals	163
4.3.1(d)	Learning Objectives	163
4.3.1(e)	Learning outcomes	164

4.3.1(f) Module Design	165
4.3.1(g) Task Inventory and Design.....	166
4.4 Phase III: Develop Phase	170
4.4.1(a) Course Module Development and Content Integration.....	170
4.4.1(b) Learning Material Selection.....	173
4.4.1(c) Module Organization and Implementation.....	176
4.4.1(d) Organization of the Content.....	180
4.4.1(e) Lesson Plans	182
4.4.1(f) Assessment Methods.....	185
4.4.1(g) Formative Revisions	186
4.5 Phase IV: Implement Phase	187
4.5.1(a) Preparation for Students	188
4.5.1(b) Preparation for Teacher	189
4.5.1(c) Pilot Study of the Module.....	189
4.6 Phase V: Evaluate Phase	190
4.6.1(a) Evaluation by Students	191
4.6.1(b) Evaluation by Teacher	192
4.6.1(c) Evaluation by Experts.....	192
4.6.1(d) Conclusion of the Effectiveness of the Module.....	204
4.7 Summary.....	205
CHAPTER 5 FINDINGS	207
5.1 Introduction.....	207
5.2 Research Question 1	209
5.3 Research Question 2	226
5.4 Summary	248
CHAPTER 6 DISCUSSION AND CONCLUSION.....	249
6.1 Introduction.....	249

6.2	Summary of Findings.....	250
6.2.1	Discussions and Findings.....	250
	6.2.1(a) The Effectiveness of the HPBLA Module on the Students' Language Abilities	250
	6.2.1(b) The Language Learning Strategies Contribute Factors of Language Abilities	261
6.3	Implications.....	270
6.3.1	Implications for Research.....	270
6.3.2	Implications for Theory.....	271
6.3.3	Implications for Students.....	272
6.3.4	Implications for Pedagogy.....	274
6.3.5	Implications for Policymakers.....	277
6.4	Recommendations for Future Studies	278
6.5	Conclusion	279
	REFERENCES.....	280
	APPENDICES	
	LIST OF PUBLICATIONS	

LIST OF TABLES

	Page
Table 3.1	Listening Ability Items.....85
Table 3.2	Rubric for speaking Ability.....86
Table 3.3	Rubric for writing Ability.....87
Table 3.4	The number of language learning strategies ttems.....89
Table 3.5	Eight weeks schedule for experimental group.....91
Table 3.6	Content validity of checklist of items.....95
Table 3.7	Face validity of checklist of items.....95
Table 3.8	Definitions and formula and I-CVI, S-CVI/Ave and S-CVIUA(Yusoff, 2019).....96
Table 3.9	Calculation FVI and CVI (Yusoff, 2019).....97
Table 3.10	The item scales of relevance rating on listening ability test by five experts.....100
Table 3.11	The item scales of relevance rating on speaking ability test by five experts.....102
Table 3.12	The item scales of relevance rating on reading ability test by five experts.....104
Table 3.13	The item scales of relevance rating on writing ability test by five experts106
Table 3.14	The item scales of clarity and comprehension rating on listening ability test by five experts.....108

Table 3.15	The item scales of clarity and comprehension rating on speaking ability test by five experts.....	109
Table 3.16	The item scales of clarity and comprehension rating on listening ability test by five experts.....	111
Table 3.17	The item scales of clarity and comprehension rating on writing ability test by five experts.....	112
Table 3.18	The item scales of relevance rating of questionnaire of ability by five experts.....	114
Table 3.19	The item scales of relevance rating on writing ability test by five experts	115
Table 3.20	The item scales of relevance rating on writing ability test by five experts	117
Table 3.21	The item scales of relevance rating on writing ability test by five experts	118
Table 3.22	The item scales of clarity and comprehension rating questionnaire of LLS on listening ability by five experts.....	120
Table 3.23	The item scales of clarity and comprehension rating questionnaire of LLS on speaking ability by five experts.....	122
Table 3.24	The item scales of clarity and comprehension rating questionnaire of LLS on reading ability by five experts.....	124
Table 3.25	The item scales of clarity and comprehension rating questionnaire of LLS on writing ability by five experts.....	126
Table 3.26	IF range of acceptable values for multiple-choice items.....	130
Table 3.27	The result of test-retest reliability of listening test.....	131
Table 3.28	The acceptable ranking of IF on listening ability test.....	132
Table 3.29	The result of test-retest reliability of speaking abilitytest.....	132

Table 3.30	The result of test-retest reliability of reading ability test.....	133
Table 3.31	The acceptable ranking of IF on reading ability test.....	134
Table 3.32	The result of test-retest reliability of writing ability test.....	134
Table 3.33	Cronbach' s alpha reliability index.....	135
Table 3.34	Research matrix of this study.....	140
Table 4.1	The ADDIE model used in this study.....	144
Table 4.2	Demographic of respondents	152
Table 4.3	Cross-tabulation of the need between language abilities and level of English language proficiency.....	153
Table 4.4	Cross-tabulation of students' need of language learning materials...	154
Table 4.5	Cross-tabulation of students' need of language learning place.....	155
Table 4.6	Cross-tabulation of students' need of activity task.....	156
Table 4.7	Cross-tabulation of students' need of content.....	157
Table 4.8	Learning objectives for the design.....	163
Table 4.9	The development of contents.....	172
Table 4.10	Content selection for English for tourism.....	173
Table 4.11	Organization of the module.....	176
Table 4.12	Organization of the content.....	180
Table 4.13	Stage of lesson plan.....	183
Table 4.14	Sample lesson.....	184
Table 4.15	Module checklist - expert scores.....	186
Table 4.16	The preparation for students.....	188

Table 4.17	The preparation for teacher.....	189
Table 4.18	Evaluation of the students.....	191
Table 4.19	Evaluation of teacher's plan	192
Table 4.20	The results of checking validity by experts.....	193
Table 4.21	Recommendation on activities.....	194
Table 4.22	Feedback on content.....	195
Table 4.23	Experts' module evaluation.....	196
Table 4.24	Validity of experts on the introduction of module.....	197
Table 4.25	Validity of experts on the content of module.....	198
Table 4.26	Validity of experts on the implementation procedure of module	199
Table 4.27	Validity of experts on the time management of module.....	200
Table 4.28	Validity of experts on the language use of module.....	201
Table 4.29	Validity of experts on the design of module.....	202
Table 5.1	Overall mean and standard deviation of students' pre and post test for four abilities.....	211
Table 5.2	Mean and standard deviation of students' pre and post test for listening ability.....	212
Table 5.3	Mean and standard deviation of students' pre and post test for speaking ability.....	212
Table 5.4	Mean and standard deviation of students' pre and post test for reading ability.....	213
Table 5.5	Mean and standard deviation of students' pre and post test for reading ability.....	214

Table 5.6	The results of normality test for listening ability.....	217
Table 5.7	Mean and standard deviation for listening ability test.....	217
Table 5.8	The results of Paired Samples T-Test for listening ability tests	217
Table 5.9	The results of normality test for speaking ability tests.....	219
Table 5.10	Mean and standard deviation for speaking ability test.....	220
Table 5.11	The results of Paired Samples T-Test for speaking ability tests	220
Table 5.12	The results of normality test for reading ability tests.....	222
Table 5.13	Mean and standard deviation for reading ability test.....	222
Table 5.14	The results of Paired Samples T-Test for reading ability tests.....	222
Table 5.15	The results of normality test for writing ability tests.....	225
Table 5.16	Mean and standard deviation for writing ability test.....	225
Table 5.17	The results of Paired Samples T-Test for writing ability tests.....	225
Table 5.18	The correlation coefficients of predictor variables.....	229
Table 5.19	ANOVA test result.....	230
Table 5.20	Coefficients values of the model.....	230
Table 5.21	Coefficients of dependent variables.....	231
Table 5.22	The correlation coefficients of predictor Variables.....	234
Table 5.23	The ANOVA test result.....	235
Table 5.24	Coefficients values of the model.....	235

Table 5.25	Coefficients of dependent variables.....	236
Table 5.26	The correlation coefficients of predictor variables.....	239
Table 5.27	The ANOVA test result.....	240
Table 5.28	Coefficients values of the model.....	240
Table 5.29	Coefficients of dependent variables.....	241
Table 5.30	The Correlation coefficients of predictor variables.....	244
Table 5.31	The ANOVA test result.....	245
Table 5.32	Coefficients values of the model.....	245
Table 5.33	Coefficients of dependent variables.....	246
Table 5.34	Results finding summary.....	247

LIST OF FIGURES

	Page
Figure 1.1. Conceptual framework of HPBLA module.....	24
Figure 2.1 Constructivism theory framework.....	31
Figure 2.2 Language learning taxonomy.....	56
Figure 2.3 The ADDIE model.....	61
Figure 2.4 The Dick and Carey model.....	65
Figure 3.1 Research plan in this study.....	77
Figure 3.2 Quasi-experiment model a single group designed by Russ-Eft and Hoover (2005)	78
Figure 3.3 Research procedure.....	136
Figure 4.1. Detailed analysis process.....	147
Figure 4.2 Stakeholder dynamics in the design phase.....	161
Figure 5.1 Normal probability plot of listening ability.....	216
Figure 5.2 Normal probability plot of speaking ability.....	219
Figure 5.3 Normal probability plot of reading ability.....	221
Figure 5.4 Normal probability plot of writing ability.....	224
Figure 5.5 Normal probability plot of regression standardized residual of dependent variable: listening Ability.....	227
Figure 5.6 Scatterplot of dependent variable: listening ability.....	228
Figure 5.7 Normal probability plot of regression standardized residual of dependent variable: speaking ability.....	232

Figure 5.8	Scatterplot of dependent variable: speaking ability.....	233
Figure 5.9	Normal probability plot of regression standardized residual of dependent variable: reading ability.....	237
Figure 5.10	Scatterplot of dependent variable: post-test of reading ability	238
Figure 5.11	Normal probability plot of regression standardized residual of dependent variable: writing ability.....	242
Figure 5.12	Scatterplot of dependent variable: post-test of writing ability.....	243

LIST OF ABBREVIATIONS

ADDIE	Analysis, Design, Development, Implementation, and Evaluation
CD	Choice Distribution
CEFR	Common European Framework of Reference for Languages
CRV	Content Validity Ratio
FRV	Face validity ratio
ID	Item Discrimination
IF	Item Facility
LLS	Language Learning Strategies
HPBLA	Hybrid Problem-Based Learning Approach Module
SLA	Second language acquisition
SME	Subject Matter Experts
TOEIC	Test of English for International Communication,

LIST OF APPENDICES

Appendix A	Listening Test (Pretest and Posttest)
Appendix B	Speaking Test (Pretest and Posttest)
Appendix C	Reading Test: (Pretest and Posttest)
Appendix D	Writing Test (Pretest and Posttest)
Appendix E	Questionnaire of language Learning Strategies
Appendix F	Students' Evaluation Course Module
Appendix G	Ethical Approval Letter
Appendix H	Hybrid Problem-Based Learning Module

**MENINGKATKAN KEMAHIRAN BAHASA INGGERIS PELAJAR THAI
DALAM BIDANG PELANCONGAN DENGAN MENGGUNAKAN
PENDEKATAN MODUL HIBRID PEMBELAJARAN BERASASKAN
MASALAH**

ABSTRAK

Kemahiran bahasa Inggeris dalam bidang hospitaliti adalah penting untuk menggalakkan industri pelancongan di Thailand. Berdasarkan hal ini, pelajar Thai dalam program pelancongan perlu mempunyai penguasaan dalam bahasa Inggeris untuk memenuhi keperluan industri pelancongan, yang menuntut kemahiran berbahasa yang baik. Namun, pelajar Thai program pelancongan bergelut untuk menggunakan kemahiran berbahasa dalam situasi sebenar kehidupan dan gagal untuk mencapai keputusan baik dalam ujian bahasa Inggeris. Justeru, pendekatan Pembelajaran Hibrid Berasaskan Masalah (PHBM) digunakan sebagai intervensi dalam kajian ini. Pendekatan PHBM adalah gabungan pembelajaran berasaskan masalah dan strategi pembelajaran bahasa. Kajian ini menggunakan reka bentuk pra-ujian dan pasca-ujian kuasi-eksperimen kepada satu kumpulan. Kajian ini menggunakan dua instrumen iaitu; ujian pra dan pasca serta soal selidik strategi pembelajaran bahasa Inggeris. Seramai 39 pelajar dalam program pelancongan mengambil bahagian dalam kajian ini. Kajian ini menggunakan satu kumpulan sahaja sebagai kumpulan eksperimen, dan intervensi telah dilaksanakan selama lapan minggu (empat jam seminggu). Ujian t sampel berpasangan digunakan untuk membandingkan skor purata pra-ujian dan pasca-ujian. Regresi *Linear Berganda* digunakan untuk menguji perhubungan di antara variabel. Dapatan kuantitatif menunjukkan perbezaan min yang signifikan di antara skor ujian pra dan pasca dalam kemahiran mendengar, bercakap, membaca dan

menulis. Dapatan yang diperolehi daripada tinjauan pula, menunjukkan strategi sosial adalah penentu yang paling signifikan terhadap kebolehan mendengar pelajar, strategi ingatan pula di dapati sebagai penentu yang signifikan untuk bercakap dan menulis, metakognitif didapati sebagai penentu signifikan untuk membaca dalam kalangan pelajar dan keupayaan kognitif di dapati sebagai penentu paling signifikan kepada kebolehan menulis pelajar. Keberkesanan modul HPBLA terbukti melalui peningkatan yang signifikan dalam kecakapan bahasa Inggeris di kalangan pelajar. Direka khas untuk memenuhi keperluan konteks khusus industri dalam sektor pelancongan, komponen kurikulum dan kerangka pedagogi modul ini mengekalkan keselarasan yang rapat dengan keperluan profesional yang autentik.

**IMPROVING THAI TOURISM STUDENTS' ENGLISH LANGUAGE
ABILITIES USING A HYBRID PROBLEM-BASED LEARNING
APPROACH MODULE**

ABSTRACT

The importance of English language ability in hospitality field is crucial in order to promote the tourism industry in Thailand. For this reason, Thai students in the tourism program are required to have a mastery of using English language skills to fulfill the requirements of the tourism industry, which demands good language abilities. However, Thai students in the tourism program are struggling to use language skills in relation to real-life situations, and they fail to perform well in their English exams. For this reason, the Hybrid Problem-Based Learning Approach (HPBLA) module was used as an intervention in this study. The HPBLA module is a combination of the problem-based learning approach and language learning strategies. The study used a pre-test and post-test quasi-experimental research design employed with a single group. The study deployed two instruments namely, pre- and post-tests and questionnaires on English language learning strategies. The participants were 39 Thai students in the tourism program. The study used a single group as the experimental group, and the intervention was conducted for eight weeks (four hours per week lessons) and the paired-samples t-test was used to compare the mean scores of the pre-test and post-test. Multiple Linear Regression was used to test the relationships between the variables. The quantitative findings of listening, speaking and reading writing abilities revealed that there were statistically significant mean differences between the pre-test and post-test scores. As for the survey results, social strategy was found to be the most significant predictor of students' listening ability, memory

strategy was found to be the most significant predictor of students' speaking and writing, metacognitive was found to be the most significant predictor toward students' reading ability and cognitive ability to be found the most significant predictor toward students' writing ability. The efficacy of the HPBLA module is evidenced by its significant enhancement of English language abilities among learners. Purposefully designed to address industry-specific contextual demands within the tourism sector, the module's curricular components and pedagogical framework maintain close alignment with authentic professional requirements.

CHAPTER 1

INTRODUCTION

1.1 Introduction

English is widely recognized as a global language. It is used in many countries worldwide that have adopted it as their official language and utilize it as a means of communication in government, law courts, media, and the education system (Phuengpitipornchai & Teo, 2021; Tang et al., 2020). In Thailand, English plays a vital role as a key to a student's successful future career. However, even though students recognize the importance of the English language for their success, it remains difficult for them to acquire the language effectively (Young, 2021). This is because English is not the official language in Thailand and is taught as a foreign language.

The four English language skills - listening, speaking, reading, and writing - are deemed essential, as students will utilize them in various professional settings. Students enhance these skills while learning English as a second or foreign language, which not only improves their language abilities but also prepares them for professional careers. According to Kaur et al. (2016) and Baker and Jarunthawatchai (2017), students show greater interest in learning English when the focus is on communicative language skills. This approach enables students to use the language both inside and outside the classroom and in real-life situations. Jing (2006) posited that integrating these four skills could lead to a practical application of language skills in students' surrounding environments, enhancing their overall language abilities. Davies and Pearse (2000) further emphasized that learning these four skills together can facilitate successful communication both inside and outside the classroom. This

comprehensive approach to learning not only develops a full range of skills but also prepares students to engage more successfully in real-life situations.

In practical settings, using these skills together is essential. For instance, in a tourism and hospitality context, employees need to listen carefully to customer questions (listening), provide clear answers (speaking), read and understand service guidelines or customer feedback (reading), and write down communications or report problems (writing). This interconnection highlights that being proficient in all four skills is crucial for meaningful interactions with various stakeholders, including customers with different language backgrounds and colleagues in multicultural workplaces.

Practicing these skills in real-life contexts improves language retention and application. Research shows that learners who engage in tasks resembling actual use, such as role-playing customer service scenarios, perform better and gain more confidence in using English in their jobs (Lertchalermtipakoon et al., 2021). Additionally, these authentic learning experiences provide immediate feedback, allowing learners to adjust their language use based on different communication needs, as noted by Yusoff et al. (2023).

Furthermore, integrating these skills can boost engagement and motivation among students. By linking classroom activities to real-world situations, educators can foster a more energetic learning atmosphere that aligns with students' career goals. This connection to practical applications instills a sense of purpose in language learning, essential for sustaining interest and encouraging lifelong learning.

Teaching English language ability methods can support students in using the language successfully and meaningfully in authentic situations. Lopes (2004) argues

that students who are not exposed to real language struggle to handle real-life situations outside the classroom. It is believed that students will learn better if they are given opportunities to engage with the language independently. Some critics argue that traditional approaches fail to develop communicative competency (Richards, 2002), because students study the language for academic purposes only, rather than for practical language use. It is important to note that current teaching methods, such as the problem-based learning approach (PBL), focus on supporting students in their practical language use and are often designed around a student-centered strategy to enhance their language skills. Furthermore, the principle of the current teaching method, which emphasizes students' language exposure and autonomous learning, is considered a crucial aspect of effective language learning. The belief is that students who are actively involved in the learning process will perform better in their studies (Sojisirikul, 2009).

Teaching methods, that expose students to real-life situations can significantly improve their language learning. In this context, the problem-based learning approach (PBL) is often favored over other methods (Tan, 2021; Cosgun & Atay, 2021; Kimsua & Jongthong,2020; Cheadae, 2019). According to Richards and Rodgers (2014), traditional methods, such as the Grammar-Translation Method and the Direct Method, place an emphasis on rote memorization and the mastery of grammatical rules. Despite being the cornerstones of language instruction, these approaches frequently fall short in encouraging critical thinking and the practical use of language abilities. On the other hand, problem-based learning (PBL) has become a popular method that pushes students to work on real-world issues, encouraging not just language learning but also teamwork and critical thinking (Savin-Baden & Wilkie, 2016). PBL increases the relevance and significance of learning by assisting students in using language in

context. Recent studies indicate that PBL can enhance language competence and increase student motivation, as it requires active participation and encourages learners to take ownership of their education (Liu et al., 2020; Alrubaili & Alghamdi, 2021).

The effectiveness of PBL compared to traditional methods has been a subject of research in recent years, with findings suggesting that it may lead to better outcomes in terms of language proficiency and learner satisfaction (Harrison & Paul, 2022). As education continues to evolve in the digital age, understanding these approaches' respective strengths and weaknesses is vital for educators aiming to design effective language curricula. PBL provides students with an authentic environment where they are exposed to meaningful language use in real contexts. This method is particularly beneficial for students who will use language for occupational purposes, as it is designed to engage them in collaboratively solving typical, field-specific problems (Yeo, 2005; Agbeh, 2015). This teamwork mirrors the collaborative nature of most professional settings, where individuals must communicate effectively with a variety of stakeholders. Through interactive activities, students engage in conversations, deliver presentations, and collaborate on problem-solving tasks, honing their communication skills, including negotiation and clear expression of thoughts. Belcher (2009) argues that PBL focuses on promoting authentic learning, as tasks serve more than just as catalysts for developing communicative competencies. Consequently, students learn problem-solving strategies that they can apply to their target communications, and they are able to acquire language learning strategies alongside their language skills.

1.2 Background to this Study

English, considered a foreign language in Thailand, is widely used in business, education, and economic activities. As the global market environment evolves, most Thai business organizations have undergone significant changes to enhance their competitiveness (Talerngsri, 2019). The English language, recognized for its importance in the growth of the Thai nation, is increasingly employed across various industries (Hiranburana, 2017; Wiriyachitra, 2002). Given its pivotal role in communication within businesses, careers, and international relations, English teaching has garnered considerable attention and support from the Thai government, the Ministry of Education, in particular.

In Thailand, students enrolled in tourism programs at universities in the southern region typically begin learning English from kindergarten and continue through secondary education, spanning approximately seventeen years of formal English language instruction (Hadi et al., 2021). At the tertiary level, English plays a critical role in Thai higher education as a primary medium of communication. It is frequently employed by instructors to clarify complex subject matter, particularly in foundational skills such as speaking and listening (Tuaycharoen, 2003). While problem-based learning (PBL) offers an interactive and immersive approach to language acquisition, traditional instructional methods remain indispensable for explaining intricate linguistic structures. This underscores the necessity of integrating PBL with conventional teaching strategies to address the diverse learning needs of university students, who must attain advanced English abilities to fulfill academic and professional requirements.

For Thai tourism students, pedagogical approaches are especially vital, as their future careers demand practical language competence in real-world tourism and hospitality contexts (Ongartsuebsakul et al., 2024). Beyond theoretical knowledge, these students require training that bridges classroom learning with industry-specific communication scenarios. Effective teaching methods must therefore prioritize not only the development of language skills but also their application in authentic settings, fostering problem-solving abilities and adaptability in dynamic environments (Howchatturat, 2023).

To succeed in tourism, hospitality, and service-oriented careers, Thai students must complement classroom instruction with self-directed language learning strategies. Research indicates that strategic approaches—such as self-monitoring, peer collaboration, and contextual practice—significantly enhance language acquisition and retention (O'Malley & Chamot, 1990; Goh & Taib, 2006). Moreover, language learning strategies, including goal-setting, progress evaluation, and reflective learning, further strengthen listening and speaking proficiency (Vandergrift & Goh, 2016). Additionally, exposure to authentic materials and immersive experiences, such as internships, simulations, and industry workshops, prepares students for the linguistic and cultural demands of their professions (Baker & Ali, 2020). By merging structured instruction, strategic learning, and experiential opportunities, students can cultivate the linguistic fluency and confidence necessary to excel in global tourism sectors, thereby improving their employability and professional efficacy.

1.2.1 The Connection of Problem-Based Learning Approach and Language Learning Strategy

Problem-Based Learning (PBL), first conceptualized in medical education during the 1950s by Howard Barrows at McMaster University in Canada, was later adopted across broader higher education disciplines in the 1990s. Rooted in fostering essential problem-solving skills, PBL challenges students to engage in critical thinking and evaluate potential solutions (Ansarian & Teoh, 2018). This pedagogical approach aligns with the growing demand for higher-order analytical skills in today's rapidly evolving global landscape (Torp & Sage, 2002). Such competencies are particularly vital in the tourism industry, where stakeholders increasingly require tailored English language training to address sector-specific demands. Beyond traditional language instruction, PBL positions language acquisition as a tool for empowering students to critically explore and understand their professional environments.

As a student-centered methodology, PBL promotes active engagement by immersing learners in simulated real-world scenarios. It integrates critical reasoning, practical applications, and metacognitive development through collaborative small-group tasks, enabling students to address systemic challenges (Neville & Britt, 2007). By grappling with authentic, field-relevant problems, learners engage deeply with complex questions, bridging theoretical knowledge and practical implementation (Ansarian & Teoh, 2018). This approach proves especially impactful in English for Tourism education, where language proficiency intersects with industry-specific competencies.

The integration of PBL with English for Tourism establishes a dynamic framework for cultivating language skills alongside critical thinking. Educators can design scenarios around authentic tourism sector challenges—such as enhancing

tourist experiences or navigating cultural sensitivities—to contextualize language use (Huang et al., 2023). Collaborative group work fosters peer interaction, enabling students to brainstorm solutions while practicing industry-specific vocabulary and communication structures (Jiang et al., 2022). Tasks like drafting reports, delivering presentations, and simulating customer interactions not only refine English proficiency but also hone essential professional skills. Reflective practices further deepen learning by encouraging students to assess their language choices and problem-solving strategies, ensuring evaluations measure both linguistic competence and practical application (Graham & Neumann, 2021).

Thailand’s tourism industry, marked by rich cultural heritage and ecological diversity, faces unique challenges and opportunities that underscore the need for innovative educational approaches. Recent studies demonstrate PBL’s efficacy in enhancing critical thinking and collaboration among students, equipping them with actionable knowledge for real-world contexts (Huang et al., 2021). By embedding PBL within Thailand’s tourism curricula, educators can prepare students to address sector-specific issues such as sustainable practices and crisis management (Tseng et al., 2023). Additionally, interactive problem-solving tasks strengthen communication skills, a cornerstone of success in the tourism sector (Sweeney & McGowan, 2024). Through exposure to authentic challenges, students develop the adaptability and expertise necessary to thrive in Thailand’s dynamic tourism landscape.

Within PBL frameworks, students navigate complex scenarios necessitating spontaneous and meaningful use of the target language. Empirical studies demonstrate that this approach enhances communicative competence by fostering practical application of linguistic skills, thereby encouraging negotiation of meaning and

authentic interaction (Vogt & Rogalla, 2020). Such methodologies align with established language learning strategies (LLS), which emphasize cognitive, metacognitive, and sociocultural dimensions of language acquisition. For example, self-regulation and cooperative learning strategies—integral to PBL environments—enable learners to evaluate their progress, establish objectives, and collaboratively devise solutions (Yusuf & Siti, 2021).

Furthermore, PBL inherently promotes the integration of core language competencies. Learners engage in reading, writing, listening, and speaking within contextually rich tasks, bridging theoretical knowledge with real-world application. This dynamic framework enhances motivation and learner agency, as students perceive linguistic development as directly relevant to their personal or professional contexts (Hernández et al., 2022).

In conclusion, the synergy between PBL and language learning strategies provides a robust pedagogical framework for second language proficiency development. By embedding language instruction within problem-solving tasks, educators create immersive environments that nurture effective communication and analytical skills.

1.2.2 The Tourism Programme of a Higher University in Southern, Thailand

Tourism education has emerged as a globally prominent academic discipline, driven by its competitive appeal to students aspiring to enter the dynamic tourism industry (Ring et al., 2009). Initially rooted in vocational training for industry personnel, tourism programs have evolved significantly, expanding from technical schools to comprehensive undergraduate and graduate curricula (Airey & Tribe, 2006;

Ring et al., 2009). A defining feature of tourism education is its integration of experiential learning through travel, which not only motivates students to explore diverse destinations but also enhances their academic and professional competencies (Ritchie, 2003; Suebwongsuwan & Nomnian, 2020). Educational tourism, as conceptualized by Millan (1995) and Moscardo (2016), engages students' cognitive and emotional faculties, fostering curiosity about novel phenomena and fulfilling their desire for knowledge acquisition through immersive experiences.

In Thailand, tourism education has been institutionalized in tertiary institutions for over three decades (McKercher, 2002; Phuengpitipornchai & Teo, 2021). Thai universities offer diverse specializations, including Tourism Industry, Hotel and Tourism, Hospitality Service, and Tourism Management, designed to align with national industry demands and government educational standards (Thitthongkam & Walsh, 2011). Recognizing the globalization of the sector, Thai institutions have increasingly internationalized their curricula to prepare graduates for global competitiveness (Sangpikul, 2009). This shift underscores the dual objectives of tourism programs: equipping students with practical industry skills and ensuring their readiness for international careers (Chaisawat, 2006).

The Tourism Programme at Prince of Songkla University (PSU), a leading higher education institution in Southern Thailand, exemplifies this global-local alignment. The program emphasizes mastery of academic requirements, professional excellence, and the development of critical competencies such as communication, analytical thinking, ethical decision-making, and multicultural awareness (Faculty of Hospitality and Tourism, Prince of Songkla University, 2022). Students are trained to address real-world challenges through problem-based learning methodologies, fostering skills in strategic planning, service management, and cross-cultural

communication (International College of Mahidol University, 2022). Furthermore, the curriculum prioritizes language proficiency, interpersonal skills, and a service-oriented mindset, ensuring graduates meet the evolving demands of the global tourism sector (Krisnawati & Sjarief, 2017; Batra, 2016).

Despite these advancements, the effectiveness of tourism programs in balancing theoretical knowledge, practical application, and ethical preparedness remains a critical area of inquiry. This study examines how PSU's Tourism Programme prepares students to navigate both national and international career landscapes, addressing gaps between academic training and industry expectations. By analyzing the program's structure, pedagogical approaches, and graduate outcomes, this research contributes to optimizing tourism education in Thailand's rapidly globalizing context.

1.2.3 English Language Abilities for Tourism Program

Many tourism programs at Thai higher education institutions offer students the opportunity to take courses in foreign languages (Jotikasthira et al., 2016; Sammatchani, 2009). The importance of English for Tourism lies in its use as a means of communication in the tourism field between students (future professionals) and their customers (Rata, 2013).

As it pertains to English for tourism, Sanpatchayapong (2017) observes that the specifics of English language instruction in Thai higher institutions can vary based on each institution's mission, teaching context, and workforce needs. Universities in the south and north of Thailand, for instance, design tailored language courses to prepare their students for work in tourism (Smith, 2020). Consequently, these institutions typically design their language courses to align with the needs of local

tourist attractions (Brown, 2019). Therefore, English is not only used for tourism but also for communication within the tourism industry and to articulate local culture (Johnson, 2021).

In Thailand's thriving tourism industry, English ability is indispensable for effective communication in a multicultural context. As the country relies heavily on international visitors, English serves as a lingua franca, bridging linguistic and cultural gaps between Thai professionals and global tourists. However, Thai students pursuing careers in tourism face distinct challenges in mastering English, particularly in developing listening, speaking, reading, and writing competencies tailored to the demands of the sector.

Listening ability is foundational to successful intercultural interactions. Thai students often struggle with comprehending diverse English accents and dialects encountered in real-world tourism settings (Suwannatthachote & Pochakorn, 2020). Authentic dialogues and real-life interactions are critical for fostering listening skills, as they expose learners to the spontaneity and variability of spoken English. For instance, practicing with phrases commonly used in tourist exchanges enhances students' ability to grasp both explicit and implicit meanings—known as understanding talk—a skill vital for responding appropriately to international visitors (Nakagawa & Koizumi, 2019). Without structured training in listening, students risk miscommunication, which could undermine the quality of visitor experiences.

Speaking ability demands a multifaceted mastery of language. Fluency, coherence, vocabulary range, grammatical accuracy, pronunciation, and intelligibility are all essential for effective communication in tourism roles (Suwannatthachote & Pochakorn, 2020). Fluency ensures smooth interactions, while coherence allows

students to logically connect ideas during conversations. A robust vocabulary and grammatical precision enable clarity, whereas pronunciation and intonation affect how well messages are understood by speakers of different English varieties (Gilakjani & Ahmadi, 2011; Huang, 2023). These skills are particularly challenging for Thai learners, who may lack exposure to native or international English speakers in their educational environments.

Reading ability is equally critical, as tourism professionals must interpret diverse written materials, from brochures to safety guidelines. Thai students need to develop evaluative, literal, and inferential comprehension skills (Khan et al., 2020). Literal comprehension involves identifying explicit details, while inferential skills require deducing implicit meanings—essential for interpreting context-specific texts. Evaluative comprehension, which involves critiquing the relevance and quality of information, empowers students to make informed decisions in dynamic tourism scenarios (Pang et al., 2021). Without these competencies, students may struggle to navigate the textual complexities of the industry.

Writing ability is paramount for creating clear, persuasive, and professional content. Thai students must master content development, audience awareness, stylistic adaptability, and mechanical accuracy (Fang et al., 2020). Tailoring messages to international audiences require sensitivity to cultural expectations, while proper grammar and punctuation ensure professionalism (Ocampo, 2021; Lee, 2021). Weaknesses in writing can hinder the creation of compelling promotional materials or precise instructions, directly impacting Thailand's global tourism image.

Despite the integration of English for Tourism (EFT) programs in Thai universities, gaps persist in addressing these skill-specific challenges. Many curricula

prioritize theoretical knowledge over authentic, context-driven practice, leaving students underprepared for real-world communication. This study argues that a targeted focus on listening, speaking, reading, and writing—through structured dialogues, practical exercises, and exposure to authentic materials—can bridge this gap. By enhancing students' language competencies, EFT programs can cultivate a workforce capable of elevating Thailand's tourism sector, ensuring meaningful interactions with international visitors and sustaining the industry's growth in a globalized era.

Course descriptions reveal specific characteristics and topics related to tourism, with a focus on using English effectively within the tourism industry. This approach prepares learners for communication within tourism organizations. The "English for Tourism" course, for instance, provides students with opportunities to study the English language in the context of the tourism industry (TRM course, n.d.). Some universities, such as Yala Rajabhat University, in Thailand design their "English for Tourism" courses to encourage students to explore various aspects of language use within the tourism sector. The course descriptions for these programs reflects this focus.

English grammar and vocabulary in the context of the tourism and hospitality industry; communicative practice involving listening, speaking, reading, and writing; expression and information about tourist attractions; culture of Thailand and internationally; presentation in a tourism context; field study and practice. (Manual Curriculum of Tourism Program, YRU, n.d.)

In the course description provided, it stipulates that students must study using the four language skills; they will apply these skills both within Thailand and internationally, with a focus on tourism. This description of English for Tourism aligns with research on the needs and challenges of students in tourism programs who are studying English for Tourism. Similarly, to the aforementioned description, both Namtapi (2022) and Prachanant (2012) argue that English for Tourism in Thai higher education institutions should encompass three key themes: content, communication, and language form and function.

Therefore, when designing an English for Tourism course, the instructor must consider the use of technical terms such as specific vocabulary; the inclusion of communication skills, designing listening exercises with various accents; and opportunities for students to speak in authentic situations (Kholidi et al, 2022). Students also need to acquire cross-cultural competence, and support in terms of language form and function, such as studying verbs, sentence structures, and grammar (Yusoff et al., 2022). At this stage, English for Tourism should be developed considering the needs of the students and the requirements of their future jobs (Prachanant, 2012; Mantra et al., 2020). Moreover, Pranoto and Suprayogi (2020) suggest that when defining learning objectives, course designers should consider what skills and knowledge students need to acquire. The English for Tourism course should be designed to equip students with specific skills that are relevant to their future careers or academic requirements (Al-Tarawneh & Osam,2019). This process may need to account for any deficiencies in the students' current understanding and proficiency in English.

1.3 Statement of the Problem

The importance of language skills has been underscored for students in tourism programs who need to enhance their communication abilities for the industry. Thai tourism students, however, face persistent challenges in English language competency, which detrimentally affects their employability and workplace efficacy. A primary concern is the limited exposure to authentic English-language environments, as many students encounter the language exclusively within classroom settings (Hossain, 2024). Consequently, conventional pedagogical approaches—prioritizing rote memorization of grammar and vocabulary over communicative competence—leave students ill-prepared for real-world interactions (Chantaramard, 2017; Tevinpibanphant, 2012). Cultural factors further compound this issue, as students often exhibit reluctance to practice due to fear of errors or negative evaluation, thereby inhibiting their willingness to communicate (Tansawat & Alharbi, 2020). Additionally, curricula frequently misalign with the industry’s language ability demands, exacerbating the disconnect between academic training and workplace requirements (Chansiri & Boonyaman, 2022). To address these barriers, a pedagogical shift toward integrated English instruction—emphasizing practical application, cultural sensitivity, and confidence-building—is imperative to equip students for successful careers in tourism. Thai tourism students make numerous mistakes across all four language abilities: listening, speaking, reading, and writing.

For listening abilities, insufficient exposure to native speakers and authentic auditory materials hinders students’ ability to comprehend spoken English in tourism contexts, such as tourist interactions or industry presentations (Karakhan & Alshahrani, 2023). This deficiency undermines their capacity to engage effectively with international visitors.

For speaking abilities, despite foundational knowledge of grammar and vocabulary, students lack conversational fluency, a critical requirement for tourism roles (Yuan & Li, 2021). Anxiety and limited confidence during interactions with native speakers often lead to missed service opportunities. Traditional teaching methods, emphasizing passive learning, further restrict interactive speaking practice. Common errors include mispronunciation, lexical inadequacy, and grammatical inaccuracies, alongside struggles in coherent idea articulation (Chantaramard, 2017; Tevinpibanphant, 2020; Chumphone & Chuai-in, 2020; Ka-kan-dee & Al-Shaibani, 2018).

For reading and writing abilities, students grapple with specialized texts (e.g., brochures, academic articles) containing idiomatic expressions and tourism-specific terminology (Sukwiwat & Pradubwong, 2021). Writing deficiencies, particularly in professional communication (e.g., reports, emails), stem from unclear purpose and incoherent expression (Namtapi, 2022). Such gaps jeopardize employability, underscoring the need for curricula emphasizing real-world linguistic application.

Grammar Translation, a traditional English instruction method relies on systematic grammar drills, vocabulary memorization, and teacher-led lessons, fostering passive learning with limited real-world relevance (Yusoff et al., 2023). In contrast, problem-based learning (PBL) adopts a student-centered framework, engaging learners in collaborative problem-solving through authentic scenarios. PBL cultivates critical thinking, teamwork, and practical language application, aligning with industry demands (Barrows, 1996; Savery, 2006). The study indicates PBL's efficacy in enhancing language abilities, as it integrates cognitive skills (e.g., analysis,

logical reasoning) with communicative practice (De Graaf & Kolmos, 2003; Ali, 2019). For tourism students, PBL facilitates context-specific language use, such as addressing traveler inquiries with appropriate vocabulary, intonation, and syntax (Phuengpitipornchai & Teo, 2021; Purnawati, 2021).

Language learning textbooks play a crucial role in aiding students in acquiring a target language and serve as valuable learning resources (Graves, 2000). Students gain insights into cultural differences when they aspire to use the language (Nguyen et al., 2021). However, the language current English textbooks lack authenticity for real-life application, and the contents are not covered in most textbooks (Yusoff et al., 2023). Furthermore, many textbooks lack sufficient coverage of language learning strategies, which are essential for effective language acquisition.

Seeing the issues in tourism students' English language abilities and the gap in the current textbooks, this study proposes a Hybrid Problem-based Learning Approach (HPBLA) Module. The module entails a combination of problem-based learning and language learning strategies (LLS). The PBL approach can be developed in response to the challenges students face with language abilities. Regarding listening ability, the PBL approach is proven to have a positive impact on students' listening skills (Lin et al., 2019). Studies found that after implementing the PBL approach, students gain confidence in their speaking abilities and become more engaged in reading (Fahmi et al., 2021; Zulkifli, 2017). Additionally, the PBL approach enhances students' writing ability (Surya, 2018). Furthermore, this approach can motivate students to employ LLS, especially when they feel anxious about language learning. It enables them to transfer information for use in the target language. Authentic materials can be effectively integrated into the HPBLA module as it emphasizes the use of real-life materials for students to apply in real-life tourism contexts (Tan, 2021).

1.4 Research Objectives

The objectives of this study are to:

1. To measure whether there is any significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's four English language abilities using HPBLA Module.
 - a. To measure whether there is any significant difference between the pre and post test scores of the Thai and tourism students as the experimental groups' listening ability (statement, dialog and understanding talk) using HPBLA Module.
 - b. To measure whether there is any significant difference between the pre and post test scores of the Thai and tourism students as the experimental groups' speaking ability (fluency and coherence, vocabulary range and control, grammatical range and accuracy and pronunciation, intonation, and intelligibility) using HPBLA Module.
 - c. To measure whether there is any significant difference between the pre and post test scores of the Thai and tourism students as the experimental groups' reading ability (evaluative comprehension, literal comprehension and inferential comprehension) using HPBLA Module.
 - d. To measure whether there is any significant difference between the pre and post test scores of the Thai and tourism students as the experimental groups' writing ability (content, reader awareness, styles and mechanics) using HPBLA Module.
2. To measure the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and

affective) in HPBLA Module that influences the Thai and tourism students as the experimental groups' English language abilities.

- a. To measure the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences the Thai and tourism students as the experimental groups' listening ability.
- b. To measure the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences the Thai and tourism students as the experimental groups' speaking ability.
- c. To measure the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences the Thai and tourism students as the experimental groups' reading ability.
- d. To measure the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences the Thai and tourism students as the experimental groups' writing ability.

1.5 Research Questions

The following research questions (RQs) have been identified for this study:

1. Is there any significant difference between the pre-test and post-test scores of the experimental group's four language abilities using HPBLA module?
 - a. Is there any significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's English

- listening ability (statement, dialog and understanding talk) using HPBLA Module?
- b. Is there any significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's English-speaking ability (fluency and coherence, vocabulary range and control, grammatical range and accuracy and pronunciation, intonation, and intelligibility) using HPBLA Module?
 - c. Is there any significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's English reading ability (evaluative comprehension, literal comprehension and inferential comprehension) using HPBLA Module?
 - e. Is there any significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's English writing ability (content, reader awareness, styles and mechanics) using HPBLA Module?
2. Which is the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences Thai and tourism students as the experimental groups' English language abilities?
- a. Which is the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences Thai and tourism students as the experimental groups' listening ability?
 - b. Which is the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and

- affective) in HPBLA Module that influences Thai and tourism students as the experimental groups' speaking ability?
- c. Which is the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences Thai and tourism students as the experimental groups' reading ability?
- d. Which is the most significant contributing factor of English language learning strategies (memory, cognitive, metacognitive, social, and affective) in HPBLA Module that influences Thai and tourism students as the experimental groups' writing ability?

1.6 Research Hypotheses

Based on RQ 1, these four hypotheses are constructed:

HO: There is no significant difference between the pre and post test scores of the Thai and tourism students as the experimental group's language abilities using HPBLA Module.

Ho 1: There is no significant difference between the pre and post test scores of Thai and tourism students as the experimental group's English listening ability using HPBLA Module.

Ho2: There is no significant difference between the pre and post test scores of Thai and tourism students as the experimental group's English-speaking ability (fluency and coherence, vocabulary range and control, grammatical range and accuracy and pronunciation, intonation, and intelligibility) using HPBLA Module.

Ho3: There is no significant difference between the pre and post test scores of

Thai and tourism students as the experimental group's English reading (evaluative comprehension, literal comprehension and inferential comprehension) ability using HPBLA Module.

Ho4: There is no significant difference between the pre and post test scores of Thai and tourism students as the experimental group's English writing ability (content, reader awareness, styles and mechanics) using HPBLA Module.

1.7 Conceptual Framework

In this study, the researcher uses the Hybrid Problem-Based Learning Approach (HPBLA) module as an independent variable. The independent variables include the Problem-Based Learning and Language Learning Strategies (LLS). The dependent variables include the ability to listen, speak, read, and write. The use of the HPBLA module primarily aids students in studying the English language within the context of tourism. This is a fundamental aspect of the HPBLA module, which emphasizes autonomous learning in practical English-language settings that mirror real-world situations. As outlined in the conceptual framework, the HPBLA module heavily relies on interaction to enhance students' language abilities. Students collaborate in groups or pairs and apply LLS to enhance their English language abilities. LLS supports students in developing their English language abilities by helping them plan and organise their work; engage in interactive learning with peers; ask questions for clarification; connect ideas; and collaborate with various resources. The HPBLA module, which incorporates various LLS for classroom learning, emphasises a student-centered approach.

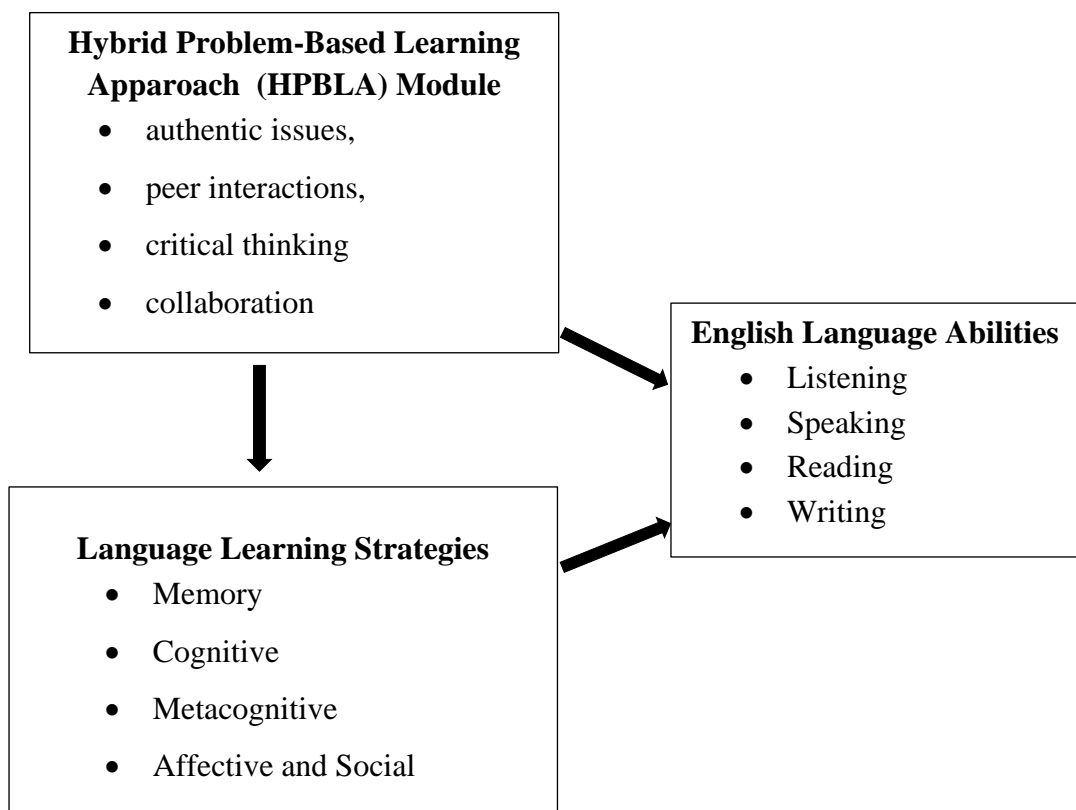


Figure 1.1. Conceptual Framework of HPBLA module

1.8 Limitation of the Study

This study focused on four language learning abilities: listening, speaking, reading, and writing, involving thirty-nine students. It is important to note that the limited number of participants may affect the breadth of the data collected. The researcher selected a single university as the study site because faculty policy restricts class sizes to no more than 40 students. Furthermore, no other universities in southern Thailand offer tourism programs, and among the three provinces—Pattani, Yala, and Narathiwat—only this university provides such a program. This unique context allowed for an in-depth examination of students within a specialized field of study, promoting richer insights and interactions in a smaller cohort.